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ABSTRACT

The Milwaukee Bilingual Program was initiated in September, 1969 and funded under ESEA Titles VII and I and under Milwaukee Public Schools' Local Funds to develop a curriculum taught in both Spanish and English in order to prevent the hindering of learning and lowering of self-esteem often experienced by newly arrived or recently arrived pupils of Latin-American heritage. Oral and written course work was presented in Spanish and English by a bilingual staff, mainly Latin American. First grade pupils learned to read in their mother tongue; reading in the other language began in the second semester. The curriculum was evolved through a search for existing bilingual materials and staff development of new media. Parents and community were represented by members of an Advisory Committee which met regularly with the project director. During the school year, a total of 256 pupils participated at various times. There were 125 comparison pupils in three of the four schools. Findings at the elementary level at the end of the year conclude that kindergarten bilingual program and comparison pupils did not differ in achievement, as measured by the Test of General Ability and the Metropolitan Readiness Test. However, Oral English tests indicated 45 to 85 percent improvement by the end of the year in the bilingual kindergarten, first, and second grades. (JM)

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MILWAUKEE PUBLIC SCHOOLS

Milwaukee, Wisconsin

BILINGUAL EDUCATION PROGRAM
EVALUATION REPORT
1969-1970

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MILWAUKEE PUBLIC SCHOOLS
DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Department of Educational Research and Program Assessment

MILWAUKEE BILINGUAL PROGRAM
1969-1970 Evaluation Abstract

Educational Problem

Newly arrived or recently arrived pupils of Latin-American heritage are often handicapped by cultural and language differences which hinder learning and often promote a negative self-image. For these reasons the Milwaukee Bilingual Program was initiated in September, 1969, to develop a curriculum taught in both Spanish and English.

Project Plan

Oral and written course work was presented in Spanish and English by a bilingual staff, mainly Latin-American. English was the mother tongue of more than half of the Spanish-heritage pupils. First grade pupils learned to read in their mother tongue, English or Spanish; reading in the other language began during the second semester. The curriculum was evolved through a search for existing bilingual materials and staff development of new media. Contributions of Spanish culture were emphasized. Parents and the community were represented by members of an Advisory Committee which met regularly with the project director.

Study Population

During the school year, a total of 256 pupils participated in the program at varying times. There were 125 comparison pupils in three of the four schools. At the elementary level, Vieau School had one bilingual kindergarten and one first grade class. Bruce-Guadalupe Community School included the first grade and the second grade. Lincoln and South Division High Schools each offered two classes in "Hispano-American Culture, Language, and History". An additional 31 South Division pupils enrolled in a bilingual reading class initiated in the spring semester.

Findings

Elementary: Year end results

1. Kindergarten bilingual program and comparison pupils did not differ in achievement, as measured by the Test of General Ability and the Metropolitan Readiness Test.

2. Oral English tests indicated 45% to 85% improvement by the end of the year in the bilingual kindergarten, first and second grades.

3. Comparison pupils scored higher than bilingual pupils on a test of reading first grade English.

4. English-dominant pupils (English is the mother tongue) scored as well as Spanish-dominant pupils on first and second grade Spanish reading tests.

5. Bilingual first grade pupils scored lower than comparison pupils on the Cooperative Primary Test.

6. Both Spanish and Anglo-heritage parents indicated satisfaction with the program.

Secondary

1. With the exception of the mathematics subtest of the Tests of Academic Progress, bilingual project pupils scored higher than the comparison group but lower than the city-wide 1968-1969 averages on achievement and aptitude tests.

2. Most parents and pupils reported an increase in cultural pride as a result of the program.

3. Bilingual and comparison pupils, both of Spanish heritage, had similar concerns about personal problems. Both groups shifted from initial worries about school to end-of-year anxiety about job opportunities.

4. A majority of project pupils requested expansion of the bilingual program.

Recommendations

1. Expansion of the program as planned by adding one elementary grade level and one secondary course per year in the participating schools.

2. Modification of the program as follows:

   a. initiate a study of the optimal time of successful responding to instruction in reading a second language

   b. narrow the age ranges in the high school social studies classes

c. schedule regular and frequent director-staff meetings

d. provide regular and frequent dissemination of information to parents and community

e. define the duties and term of office of Advisory Committee members.

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INTRODUCTION

The Milwaukee Bilingual Program opened in September, 1969, as a pilot project in two elementary and two secondary schools in the areas of greatest Spanish-American population density.

Description

The elementary program was introduced at Vieau Public School and Bruce-Guadalupe Community School. Each had two classes composed of Anglo-heritage and Spanish-heritage pupils. About one-third of the Spanish-heritage pupils were Spanish-speaking. All subjects and classroom activities were to be taught in both Spanish and English by bilingual teachers. The long-range goals were to foster mutual respect for Spanish and Anglo culture; to teach Spanish-speaking pupils the language of their adopted country; to foster and maintain pride in their heritage by teaching all subjects in Spanish as well as English; and to provide an opportunity for Anglo pupils to master a second language. The intent was to add one class at each grade level every year so that the pupils would be educated bilingually throughout their school career. The original classes would also be maintained, enabling a new group to enter the program every year.

At the secondary level, an elective social studies course was offered at Lincoln and at South Division High Schools. Entitled "Hispano-American Culture, Language, and History", it was taught in Spanish and English by a bilingual teacher. One bilingual teacher taught two classes at each school. The course was intended to be a haven for newly-arrived Spanish-speaking pupils as well as a source of cultural enlightenment and use of the Spanish language.

The program was initiated with the advice and consent of interested members of the Spanish-American community. Through representatives on the

Bilingual Advisory Committee, the community maintained continual contact with and influence on the program.

Design

The evaluation plan was designed to check the attainment of project objectives and to compare the project population with matching groups not in the project. Because there were no bases for expectation, criteria were not stated for the first year. Instead, data were collected upon which to establish criteria for the second year.

The objectives were taken directly from the proposal as stated by those who developed the program. The evaluation plan was an attempt to facilitate the measurement of those objectives. Several revisions were made in an effort to enhance the validity of measurement of the proposal's stated objectives.

The evaluation design was described in the Interim Report, April, 1970, which contains pretest results and design revisions. An outline of the evaluation design is in Appendix A, this report.

This is a report of posttest results and a summary of findings of the initial year of the Milwaukee Bilingual Program. Copies of instruments referred to in the report may be obtained on request from the Department of Educational Research and Program Assessment.

Scores on English language tests administered city-wide were collected for comparison of project pupils with city and ESEA classes. All other posttests had equivalent Spanish-English forms and were administered by two bilingual graduate students majoring in Spanish at Marquette University.

Selection of Treatment and Comparison Groups

Pupils in the bilingual kindergarten and first grade at Vieau School were enrolled in the classes by their parents. Bruce-Guadalupe is a private community school in which there was only one classroom in each of the first two grades, both of which were in the bilingual program. Comparison classes at the same grade level were available only at Vieau. "Hispano-American Culture, Language, and History" was an elective social studies course which met for two hours daily at Lincoln and South Division High Schools. Pupils in the comparison group were drawn from pupils not in the program who attended school assemblies for Spanish-heritage pupils.

In this report, X = Bilingual group, C = Comparison group.

All testing, unless otherwise noted, included the total population.

TABLE 1

Pupil Population
By Dominant Language
(May, 1970)

Spanish (Sp) and English (Eng)

		Number of Pupils					
		Bilingual Group			Comparison Group		
School	Grade Level	Eng	Sp	Total	Eng	Sp	Total
Vieau	K	14	8	22	18	10	28
	1	21	7	28	16	7	23
Bruce-Guadalupe	1	13	4	17	None	None	None
	2	15	6	21			
Lincoln	8-12	42	9	51	30	8	38
South Division	9-12	40	19	59	28	8	36
Total Elementary		63	25	88	34	17	51
Total Secondary		82	28	110	58	16	74
Total Program		145	53	198	92	33	125

TABLE 2

Mobility of Bilingual Program Pupils, 1969-1970

School/Class		Number Enrolled Initially	Number Dropped	Number Added	Number in Program Entire Year
Elementary					
Vieau	Kgn*	19	2	6	17
	Grade 1	28	4	4	24
B-G*	Grade 1	22	9	4	13
	Grade 2	20	3	4	17
Total Elementary		89	18	18	71
Secondary					
Lincoln		68	22	9	46
South Division		61	14	11	47
Total Secondary		129	36	20	93
Total		218	54	38	164

*Kgn=Kindergarten, B-G=Bruce-Guadalupe

There was considerable movement in and out of the program. Elementary pupils left because they transferred to different school districts, moved to another city or returned to Mexico or Puerto Rico. Additions to classes were newcomers to the schools. Secondary pupils dropped for the same reasons or because they elected the course for only one semester. Additions were either new to the school or had chosen the course as an elective.

EVALUATION
OF THE
ELEMENTARY SCHOOL
BILINGUAL PROGRAM

The Vieau first grade and Bruce-Guadalupe second grade had bilingual teachers. All classes had native Latin-American bilingual teacher aides. The supervising teacher taught the daily Spanish subject matter at Bruce-Guadalupe.

At Vieau School, the objectives were evaluated by using comparison groups which were taught in English only. Both the bilingual kindergarten control group and the regular kindergarten were taught by the same teacher. The Vieau bilingual first grade was compared with a regular first grade. Data collected for Bruce-Guadalupe are presented descriptively as there were only one first and one second grade, both bilingual. Vieau pupils were enrolled in the program by their parents. All Bruce-Guadalupe first and second graders were included in the program.

Although the pupil populations of Vieau and Bruce-Guadalupe were not considered comparable for statistical evaluation, they were similar in many ways. Pupils lived in the same neighborhood, the schools being two blocks apart. Some families had children at both schools.

Four pupils were enrolled at Vieau School after leaving Bruce-Guadalupe: one into the bilingual first grade and one into the regular first grade; two into the regular second grade.

ELEMENTARY OBJECTIVE 1

To develop a bilingual readiness in Spanish-speaking and English-speaking children.

"Bilingual readiness" was interpreted to mean readiness in skills required to learn basic numerical and verbal concepts in either language.

TABLE 3

Objective 1 Evaluation Measures
May, 1970

Dependent Variables	Subjects	Measures
Readiness	Kindergarten X and C	GTA Test of General Ability, Level 1, Spanish and English GA-1-CE-A, HG-1-GE$_s$-A Metropolitan Readiness Tests, Form A
(Verbal-Numerical skills)	Grade 1 X and C Grade 2 X	Cooperative Primary Tests

The Metropolitan Readiness Test was teacher-administered to all kindergarten pupils, city-wide, as a test of readiness for first grade. In addition, kindergarten bilingual program pupils were tested with the Guidance Testing Associates Test of General Ability, which has equivalent English-Spanish forms. Bilingual testers administered the test in both languages; pupils responded in their first language.

The Cooperative Primary was teacher-administered to all ESEA Title I public schools; by special arrangement, it was also given to the parochial bilingual program pupils.

Findings

TABLE 4

Kindergarten Ability Scores

N=44

GTA Test of General Ability, Level 1	Bilingual n=20 $\bar{x}$	sd	Comparison n=24 $\bar{x}$	sd	F-ratio*
Verbal	10.80	4.02	10.71	4.51	0.005
Non-Verbal	9.20	4.65	9.58	6.83	0.043
Total	20.00	8.03	20.29	10.63	0.010

*None of the F-ratios are significant.

Possible scores are verbal, 32; non-verbal, 32; total, 64. Kindergarten pupils in experimental and comparison groups took the test in their first language, Spanish or English. There was no significant difference in subtest or total scores. At the end of the year, the bilingual class performed on a par with the comparison group on this measure.

TABLE 5

Kindergarten Reading Readiness
Analysis of Variance

N=50

Metropolitan Readiness Test, Form A	Bilingual n=23		Comparison n=27		
	$\bar{x}$	sd	$\bar{x}$	sd	F-ratio
Word Meaning	5.39	2.30	5.82	2.63	0.35
Listening	6.04	2.90	6.63	2.51	0.56
Matching	3.78	3.11	4.41	3.38	0.44
Alphabet	2.09	2.64	4.59	4.44	5.41*
Number	5.26	2.97	6.11	3.62	0.77
Copying	3.74	3.60	4.63	3.63	0.72
Total	26.30	12.44	32.15	14.23	2.26

*Significant at the .05 level

In the Metropolitan Readiness Test, the comparison group mean scores were somewhat higher on the subtests and total test, but only the alphabet subtest had a difference greater than chance at the .05 level (Table 5). The Alphabet Test is a 16-item test of ability to recognize lower-case letters of the alphabet. The pupil chooses a verbally named letter from among four alternatives. Perhaps letter-naming is home-based learning prior to first grade. If so, the Spanish-language pupils would not have been familiar with the English names of the letters.

Although the groups did not differ significantly on total score, total mean scores of both the X and C groups fall into the "Low Normal" (24-44) range in the Metropolitan test manual. "Low Normal" is identified as "Likely to have difficulty in first-grade work. Should be assigned to slow section and given more individualized help". Mean scores for the Milwaukee Inner City typically fall in the "Low Normal" category.

At the end of the year, the performance of kindergarten project pupils was equivalent over-all to that of comparison pupils on the variables tested.

TABLE 6

Achievement: Grade One, Vieau
Analysis of Variance

N=44

Cooperative Primary, Form 12A	Bilingual n=22		Comparison n=22		
	$\bar{x}$	sd	$\bar{x}$	sd	F-ratio
Listening	21.86	9.53	30.64	3.82	15.34**
Word Analysis	19.77	8.50	32.09	6.27	28.57**
Math	27.18	9.74	35.32	5.35	11.27**
Reading	13.91	5.70	18.82	5.88	7.55*

*Significant at the .05 level
**Significant at the .01 level

One-way analysis of variance over each of the four subtests of the Cooperative Primary Test showed that the Vieau first grade comparison class scored significantly higher than the Vieau project class. The results tend to confirm the expectation that the class taught only in English would score higher on an English language test at the first grade level. The results are best interpreted within the context of Objective 8, which states that the goal is grade level achievement by the end of grade six. Objective 8 provides for the initial difficulties which might be inherent in bilingual learning. There seems to be no lucid way to interpret the results in reference to the objective of bilingual readiness.

First graders in the comparison group are probably better equipped for a monolingual English second grade experience than bilingual pupils. English-speaking pupils in the bilingual first grade will probably be better equipped for the bilingual second grade because they have been exposed to Spanish for one school year.

Table 7 presents the performance of the bilingual first and second grade pupils at Bruce-Guadalupe School.

TABLE 7

Achievement: Bruce-Guadalupe
Mean Scores

Cooperative Primary, Form 12A	Grade 1 N=20	Grade 2 N=16
Listening	33.20	24.75
Word Analysis	24.80	25.06
Math	26.00	29.06
Reading	24.45	15.19

ELEMENTARY OBJECTIVE 2

To stimulate Spanish-speaking children to understand and communicate in English.

TABLE 8

Objective 2 Evaluation Measures

Dependent Variables	Subjects	Measures
Oral communication in English	Kindergarten, Grades 1 and 2 (X)	Michigan Oral Language Productive Test
Understanding spoken English	Kindergarten, Grades 1 and 2 (X)	Classroom Expressions and Directions
Understanding written English	Grades 1 and 2 (X and C)	GTA Tests of Reading R-1-CE and R-2-CE

Findings

Oral Communication

The Michigan Oral Language Productive Test results were used as feedback to the classroom teacher to indicate which language areas needed improvement. A random sample of five pupils for each testing by the teacher was assumed to represent group strengths and weaknesses. This test was used from two to five times at intervals of six weeks or longer by each class. Results of the first and last testings are shown in Table 9. Tests were not administered to comparison groups.

TABLE 9

Percent Correct Responses to
Michigan Oral Language Productive Test

Language Skills	Vieau Kgn		Vieau Grade 1		Bruce-Guadalupe Grade 1		Bruce-Guadalupe Grade 2	
	N*	M	N	M	N	M	J	M
Uses of Be	40	20	40	65	80	95	75	75
Comparison	15	5	25	40	45	80	50	40
Uses of Do	20	35	35	70	80	55	80	45
Double Negative	73	53	33	53	40	87	80	40
Uses of Have	5	25	30	70	50	100	60	35
Past Tense	10	20	35	60	40	65	65	60
Past Participle	6	0	6	27	6	20	40	20
Plural	45	35	40	70	60	80	60	70
Possessive	20	66	60	73	86	87	40	43
Pronunciation	37	17	53	80	80	90	80	83
Subject-Verb Agreement	40	55	55	80	85	80	75	75

*N=November, J=January, M=May

Because of the small samples used, it is not possible to draw conclusions about general performance. Between the initial and final tests, improvement occurred in kindergarten on 45% of the items; grade 1, Vieau, improved on all items; at Bruce-Guadalupe, grade 1 improved on 82% of the items and grade 2 improved on 27%. It would appear that pupils were stimulated to communicate in English, using the Michigan Oral Language Productive Test as a measure.

Understanding of oral English was checked by testing pupils on the language commonly used in the classroom. Early in 1970, teachers devised lists of classroom expressions and directions which children would be expected to understand in either language (Appendix B). The test was devised as a game given at the end of the school year.

The bilingual testers tested pupils in groups of five by playing a game modeled on "Simon Says". One tester ran the game while the other noted responses on a checklist. Each child wore a name tag during testing for easy identification (Example: One tester said "Simon says, 'Stand up.'", the other tester checked those who responded incorrectly). Each kindergarten child was checked on a random sample of five items from the list. First and second graders were tested on a sample of ten items. Comparison groups were not tested on this variable.

TABLE 10

Percentage of Correct Responses to Random Selection of English Expressions and Directions by Bilingual Pupils

Kindergarten	Grade 1 Vieau	Grade 1 Bruce-Guadalupe	Grade 2
95.4	100	100	100

Inspection of Table 10 reveals that grades 1 and 2 had a perfect record and kindergarten was over 95% correct. Almost all project pupils comprehend the ordinary English expressions used in the classroom.

Understanding Written English

During the school year, all pupils were to have been instructed in reading in English. However, the native Spanish-language bilingual pupils did not start to learn to read in English until the second semester (February, 1970). Five Spanish-speaking Vieau first grade project pupils were not taught English reading as the teacher judged their oral English too poor.

All other first and second grade bilingual and comparison pupils were given the Guidance Testing Associates Tests of Reading English (Levels 1 and 2, respectively) in May, 1970. Tests were administered by bilingual testers. The tests yield vocabulary, comprehension, and total scores. National norms have not been established.

Scores are the number of correct responses. Possible high scores are vocabulary, 40; comprehension, 40; total, 80 for Level 1 and Level 2. Results for grade 1, Vieau, are shown in Table 11. One project pupil and one comparison pupil received zero scores, which were excluded from all calculations.

TABLE 11

English Reading Achievement,
Grade One, Vieau X and C
Analysis of Variance

N=41

GTA Test of Reading, R-1-CE	Bilingual n=24 $\bar{x}$	sd	Comparison n=17 $\bar{x}$	sd	F-ratio
Vocabulary	11.17	5.43	16.12	5.76	7.48*
Comprehension	3.50	3.32	14.24	5.56	56.68**
Total	14.88	6.65	30.35	10.52	31.60**

*Significant at the .05 level
**Significant at the .01 level

Analysis of variance by total groups showed that at the first grade level the comparison group scored significantly higher than the bilingual class (Table 11). As on the Cooperative Primary, this was the expected result. The possible initial interference of bilingual instruction on English reading was inferred by Objective 8, which aims for grade-level achievement at the end of grade six.

Performance of the bilingual Bruce-Guadalupe first and second grade in the GTA Tests of Reading English, Levels 1 and 2, is shown in Table 12.

TABLE 12

English Reading Achievement,
Grades One and Two, Bruce-Guadalupe
Mean Scores

GTA Tests of Reading, R-1-CE and R-2-CE	Grade 1 N=17	Grade 2 N=19
Vocabulary	8.47	23.26
Comprehension	9.53	23.89
Total	18.00	43.53

Objective 2 is "To stimulate Spanish-speaking children to understand and communicate in English". Table 13 shows mean scores of the Spanish-dominant pupils on the GTA Tests of Reading English described above.

TABLE 13

English Reading Achievement,
Mean Scores of Spanish-Dominant Pupils

GTA Tests of Reading, R-1-CE and R-2-CE	Vieau Grade 1				Bruce-Guadalupe Grade 1		Bruce-Guadalupe Grade 2	
	X N=3		C N=6		N=4		N=6	
	$\bar{x}$	sd	$\bar{x}$	sd	$\bar{x}$	sd	$\bar{x}$	sd
Vocabulary	8.33	2.36	14.50	4.75	4.50	0.87	14.17	2.67
Comprehension	3.00	2.16	13.83	3.98	5.00	2.92	21.00	4.08
Total	11.33	0.47	28.33	8.56	9.50	3.64	35.17	6.39

Because the total population is represented, tests of significance were not deemed necessary. Comparison of Table 13 with Tables 11 and 12 confirms the expectation that learning to read English was more difficult for the Spanish-dominant children. However, they did achieve progress toward the objective of learning "to understand and communicate in English".

ELEMENTARY OBJECTIVE 3

To cultivate in Spanish-speaking pupils a pride in their native language and culture and a more positive self-image as they make the transition to another culture and language.

TABLE 14

Objective 3 Evaluation Measures

Dependent Variables	Subjects	Measures
Self-Image	Kindergarten, Grades 1 and 2 (X and C)	Revised Milwaukee Self-Concept Scale
	Parents of X Spanish pupils	Parent questionnaire

The Milwaukee Self-Concept Scale (Appendix B) was revised, translated, and given as an individual test in October, 1969. As noted in the Interim Report, the Rulon Reliability Coefficient was deemed too low to justify the use of the scale as a posttest. Instead, parents were questioned about changes in their childrens' self-image. All elementary project parents were sent identical questionnaires in Spanish and in English (Appendix B). Thirty-nine Spanish parents responded, 25 in Spanish and 14 in English.

Findings

TABLE 15

Response of Spanish Parents to Project Questionnaire

N=39

1. Has the Bilingual class helped your child to feel proud of his Spanish heritage?

   Yes-33 Sometimes-4 No-2

2. Has the Bilingual class made a difference in the way your child feels about himself?

   Yes-13 Probably-6 Sometimes-2 Probably Not-17

3. Has the Bilingual class encouraged your child to speak Spanish?

   Yes-29 Little-7 No-3

Most parents stated that learning both languages was an advantage, and that learning English was easier in the bilingual class. Other advantages were the ability to translate for others, ability to communicate with those who are not bilingual, and exposure to Spanish culture and history. The majority responded that their children had more pride in their culture and greater self-esteem as a result of the Bilingual Program. Most of those who responded "Probably Not" to the second question added a note that the child "felt good" about himself prior to entrance in the program and continued to do so.

ELEMENTARY OBJECTIVE 4

To enable Spanish-speaking pupils by the end of grade six to achieve such general proficiency in their first language that they can pursue studies with about equal ease in their first and second languages.

This objective could not be evaluated in 1969-1970; the project did not extend to grade 6.

ELEMENTARY OBJECTIVE 5

To promote in the English-speaking children a personal awareness and respect for the cultural values of the Spanish-speaking people.

TABLE 16

Objective 5 Evaluation Measures

Dependent Variables	Subjects	Measures
Attitude toward Spanish culture	Kindergarten, Grade 1 (X and C), Grade 2 X	Revised Milwaukee Self-Concept Scale
	Parents of X English pupils	Parent Questionnaire

The Self-Concept Scale failed the reliability test, as noted under Objective 3. Eight Anglo-background parents responded to the parent questionnaire described under Objective 3 (Appendix B).

Findings

TABLE 17

Response of Anglo Parents to Project Questionnaire

N=8

1. Has the Bilingual class helped your child to feel proud of his Spanish heritage?

Yes-0 Sometimes-0 No-8

2. Has the Bilingual class made a difference in the way your child feels about himself?

Yes-3 Probably-3 No-2

3. Has the Bilingual class encouraged your child to speak Spanish?

Yes-5 Little-1 No-1

The answer to Question #1 was a uniform "No" because of the Anglo heritage.

Anglo parents said the program is good because of the opportunity to learn another language and to make new friends.

Typical parental comments about pupil respect for Spanish cultural values were: "She feels proud to be able to speak another language."; "She knows Spanish children and always liked to talk like them. It's an accomplishment to her to talk their language."

Two parents noted that bilingual teaching confused their children.

ELEMENTARY OBJECTIVE 6

To motivate English-speaking pupils to communicate in Spanish and to develop the skills to do so.

TABLE 18

Objective 6 Evaluation Measures

Dependent Variables	Subjects	Measures
Oral communication and understanding in Spanish	Kindergarten, Grades 1 and 2 (X)	Spanish classroom expressions and directions
Understanding of written Spanish	Grades 1 and 2 (X)	GTA Tests of Reading, $L\text{-}1\text{-}DE_s$ and $L\text{-}2\text{-}DE_s$

The classroom expressions and directions (Appendix B) were administered to the same pupils (all elementary X) and in the same manner as described under Objective 2, except the language used was Spanish. Testing was in May, 1970.

Findings

TABLE 19

Percentage of Correct Responses to Random Selections of Spanish Expressions and Directions

	Vieau	Bruce-Guadalupe	
Kindergarten	Grade 1	Grade 1	Grade 2
92.6	74.4	90	82.61

Kindergarten pupils responded to five verbal Spanish stimuli, grades one and two to a random sample of ten. Class means indicate that kindergarteners responded correctly to at least four of the five. Grades one and two were able to respond correctly to at least seven of ten directions given in Spanish, including one constant instruction indicating the ability to count to ten.

Understanding Written Spanish

Spanish tests of reading were given only to project pupils because comparison classes were not taught to read in Spanish. Pupils were taught to read in their mother tongue for the first semester. During the second semester reading was to be taught in both languages. Testing was by bilingual testers.

Pupils were tested in May, 1970. Scores are the number of correct responses. Possible high scores are vocabulary, 40; comprehension, 40; total, 80 for Level 1 and Level 2. The test is the alternate Spanish form of the test of English Reading, equivalent but not identical. There are no national norms. Mean scores of bilingual classes are presented in Tables 20 and 21, with pupils classified according to dominant language.

TABLE 20

Spanish Reading Achievement
Bilingual Spanish Dominant Pupils
Mean Scores

GTA Tests of Reading, L-1-DE$_s$ and L-2-DE$_s$	Vieau Grade 1 N=7		Bruce-Guadalupe Grade 1 N=4		Bruce-Guadalupe Grade 2 N=6	
	$\bar{x}$	sd	$\bar{x}$	sd	$\bar{x}$	sd
Vocabulary	10.71	4.33	7.50	4.72	16.67	5.34
Comprehension	5.86	2.47	6.75	2.59	24.17	8.15
Total	16.57	6.43	14.25	6.02	40.83	13.31

TABLE 21

Spanish Reading Achievement
Bilingual English Dominant Pupils
Mean Scores

GTA Tests of Reading, L-1-DE$_s$ and L-2-DE$_s$	Vieau Grade 1 N=13		Bruce-Guadalupe Grade 1 N=13		Bruce-Guadalupe Grade 2 N=15	
	$\bar{x}$	sd	$\bar{x}$	sd	$\bar{x}$	sd
Vocabulary	10.85	7.62	7.69	3.87	12.20	3.82
Comprehension	7.08	4.57	6.54	3.00	18.33	8.06
Total	17.92	11.65	14.23	6.13	30.53	10.03

One English-speaking grade one Vieau project child received a zero score, which was excluded from all calculations.

After testing, it was found that the teacher of the bilingual grade one at Vieau had changed the prescribed curriculum. She felt that English-speaking pupils had not attained a level of oral proficiency in Spanish that was necessary to learn to read that language. She did not teach Spanish reading to her English-speaking pupils. Therefore, the expectation was that they would score well below the other project first grade class. In fact, these children scored slightly higher than those who had been taught to read Spanish (Table 21).

One can only speculate on the possible reasons for this unexpected result. Some possibilities might be test sophistication, high motivation, or a transfer of the ability to read from English to another similar language, or classroom incidental learning.

There was positive forward movement toward the achievement of Objective 6.

ELEMENTARY OBJECTIVE 7

To enable English-speaking pupils to achieve all-round proficiency so that at the end of grade six they will attain Level 1 on the Brooks Scale.

ELEMENTARY OBJECTIVE 8

To enable the pupils in the above classes to progress in school with minimal retention so that by the end of grade six they will reach grade level achievement in all their subjects.

Objectives 7 and 8 can not be evaluated until 1974 because of present grade level of the project pupils.

EVALUATION
OF THE
SECONDARY SCHOOL
BILINGUAL PROGRAM

The secondary program was an elective social studies course. There were two classes of "Hispano-American Culture, Language, and History" at Lincoln High School and two at South Division High School. The same bilingual teacher taught all classes in Spanish and English. At posttest time, there were a total of 110 project pupils and 74 comparison pupils, all of them of Spanish heritage. Of the 110 project pupils, 82 were English-speaking and 28 Spanish-speaking. Of the 74 controls, 58 were English-speaking and 16 Spanish-speaking.

In addition to evaluation of the stated objectives, the following data were obtained from the city-wide testing program. These tests were administered in English (See Table 22).

SECONDARY OBJECTIVE 1

To promote mutual understanding and respect between the Spanish-speaking and the English-speaking pupils through interaction as they help with each other's language.

Although a scale was devised to measure prepost cultural attitudes the objective could not be evaluated because the "Hispano-American Culture, Language and History" course was not elected as a subject by any Anglo-heritage pupil at either high school.

TABLE 22

City-Wide Test Mean Scores, 1969-1970

Group	L-T		DAT VR-NA		Science		TAP Reading		Math	
	N	$\bar{x}$ IQ	N	$\bar{x}$ School %ile	N	$\bar{x}$ School %ile	N	$\bar{x}$ School %ile	N	$\bar{x}$ School %ile
X-Bilingual	65	85.64	24	10.91	20	18.6	18	21.5	6	15.5
C-Bilingual	41	84.68	14	6.00	5	13.4	18	19.6	5	21.8
City-Wide			boys 4522	45						
1968-1969	8873	101.1	girls 4583	44	8873	40*	8873	41*	8873	36*

L-T=Lorge-Thorndike, Grade 10B
DAT=Differential Aptitude Test, Grade 9B
(VR-NA=Verbal Reasoning-Numerical Ability)
TAP=Tests of Academic Progress, Grade 10B
* =Percentile ranks based on national norms

SECONDARY OBJECTIVE 2

To increase the Spanish-speaking pupil's self-concept and pride in his own cultural background at the same time he is learning to appreciate and esteem a new culture.

TABLE 23

Objective 2 Evaluation Measures

Dependent Variables	Subjects	Measures
Self-Concept	X and C	Milwaukee Self-Concept Scale, October, 1969-May, 1970
Pride in Culture	X	Parent questionnaire, pupil questionnaire

Self-Concept

The Milwaukee Self-Concept Scale, intermediate level, was administered to secondary bilingual and comparison groups as a pretest in Fall, 1969. It was accepted as reliable for posttesting (see Interim Report). Results are described in Table 24.

TABLE 24

Mean Pre-Post Scores on a Measure of Self-Concept

Measure	Bilingual		Comparison	
Milwaukee Self-Concept Scale	Pre N=102	Post N=89	Pre N=77	Post N=36
Mean Score	20.40	18.97	19.79	20.00

Highest possible score on this instrument is 27 (positive self-concept). Significance tests were not run on these results because the total population was tested. It appears that Spanish pupils in the comparison group gained slightly in positive self-image over time. Bilingual class pupils lost a little, perhaps because population within the experimental group changed in the second semester, whereas there were no additions to the comparison group.

Pride in Culture

A bilingual questionnaire was sent to all parents of secondary bilingual pupils. It asked parents to comment on the effect of the program on their child. Twenty-five parents responded. To the question, "Does he feel more proud to be a Spanish-American?", 24 parents checked "yes", one checked "a little", and none checked "no".

The project pupil questionnaire asked "Did this class change the way you feel about yourself as a Spanish-American?", 47 responded "yes"; 35, "no". Most of those who responded "yes" commented, "I know more about my people" or "I am very proud".

The indication is that at least 25 percent of bilingual project secondary pupils ended the year with increased pride in their cultural heritage.

SECONDARY OBJECTIVE 3

To foster in the English-speaking pupils an appreciation of the contributions of the Spanish-speaking pupils.

The plan to do pre-post comparison of bilingual class attitudes was abandoned because of a lack of Anglo-background pupils.

However, during the course of the year, several events occurred and resulted in positive, subjective feedback from Anglo-heritage pupils to Spanish-heritage pupils.

South Division project pupils presented Latin-American music, songs and dances in costume for the school Christmas program. Because of its favorable reception, the program was repeated at the University of Wisconsin-Milwaukee, Pius High School, and at a community meeting during the visit of Armando Rodriques, U.S.O.E. Some of these performances were pictured on local television and described in the Milwaukee Sentinel of May 2, 1970.

Pupils in the bilingual classes at Lincoln High School participated in an inter-cultural school program.

These activities appeared to have had a positive effect on inter-cultural appreciation.

SECONDARY OBJECTIVE 4

To increase the newly-arrived Spanish-speaking pupil's confidence by providing him with a content course which he can immediately understand.

TABLE 25

Objective 4 Evaluation Measures

Dependent Variables	Subjects	Measures
Self-Confidence	X and C	STS Youth Inventory Subtests Pre-Post
Class participation	X and C	Teacher Ratings, Pre-Post

Self-confidence

Three STS Youth Inventory subtests in equivalent Spanish-English forms were administered to project and comparison students in their choice of language in October, 1969, and again in May, 1970. Populations shifted between pre- and posttesting by the dropping of 34 X and 11 C pupils and the addition of 12 X pupils.

The instrument is a series of statements. Following the statement, a check is made indicating the degree of concern to the respondent. Problems rated most serious pre and post were compared.

TABLE 26

Most Serious Student Problems Revealed by STS Youth Inventory

Category	Statement	Percent Response			
		Pre		Post	
		N=103 X	N=85 C	N=50 X	N=31 C
"About Myself"	I worry about tests in school.	32%	38%	32%	*
	I am afraid of making mistakes.	25%	*	*	*
	I don't see much future for myself.	*	24%	*	*
	I need a part-time job.	*	*	58%	58%
	I am afraid to speak up in class.	*	*	*	38%
"Getting Along with Others"	It bothers me that some people are left out of things.	26%	28%	23%	*
	Many people have the wrong idea about me.	19%	26%	*	*
	I want people to like me better.	*	26%	*	*
	There aren't enough places for recreation where I live.	*	*	28%	29%
	I get stage fright when I speak before a group.	*	*	25%	38%
	I need money for social affairs.	*	*	*	25%

*Not marked one of the three most serious problems by this group at this time.

Category	Statement	Percent Response Pre N=103 X	 N=85 C	 Post N=50 X	 N=31 C
"Things in General"	Is there something I can do about race prejudice?	27%	20%	*	*
	I'm having trouble deciding what's important in life.	26%	28%	*	*
	I need special help with some of my problems.	25%	20%	*	16%
	I'm disturbed about poverty and hunger in the world.	*	*	42%	25%
	I'm worried about war.	*	*	30%	22%
	I'm mixed up about world affairs.	*	*	16%	*

*Not marked one of the three most serious problems by this group at this time.

Project pupils and comparison pupils, both of Spanish heritage, appeared to shift in the same direction in personal concerns between Fall, 1969, and Spring, 1970. Worry about school took second place to finding a job as summer approached. The factor of places for recreation was noted as a large problem only on the posttest. Stage fright was also a problem. Poverty and war replaced race prejudice and value decisions as major problems of both groups. Although the results are of interest, their value as a possible index of increase in self-confidence is not known.

Class Participation

The Teacher Checklist of Student Participation was devised at the suggestion of the Audit Team. The checklist was designed to indicate change over time in attitude and in oral responding of Hispano course and comparison pupils. The bilingual teacher completed the checklist for a random sample of 66 pupils in January and 40 of the same pupils still in the course in May, 1970. Social studies teachers ranked eight comparison pupils in January and six of them again in May, 1970. Increase in bilingual and comparison classroom response is shown in Table 27.

TABLE 27

Percent Increase in Pupil Classroom Participation Since October, 1969

Response Mode	Bilingual Semester 1 N=66	Bilingual Semester 2 N=40	Comparison Semester 1 N=8	Comparison Semester 2 N=6
Responds when called on.	71	87	13	67
Participates voluntarily in discussions.	67	84	13	67
Improved attitude.	62	88	25	67

Classroom participation was assumed to be an indication of self-confidence in the school environment. Both bilingual class and comparison pupils gained in classroom participation. The percent of gain was greater for pupils in the Hispano course.

SECONDARY: ADDITIONAL DATA

A questionnaire concerning the project was answered by secondary project pupils.

Responses to Pupil Questionnaire

N=84

1. Did this course help you in other subjects?

   Yes-52 No-28

   If "yes", how did it help?

   Most frequent responses were that it helped in other social studies and history classes, helped understanding of English and Spanish, and presented Latin-American history in relation to Anglo-American.

2. Did this class change the way you feel about yourself as a Spanish-American?

   (See Objective 2)

3. Did this course help you read English better? Yes-36 No-38

   speak English better? Yes-37 No-36

   read Spanish better? Yes-62 No-18

   speak Spanish better? Yes-68 No-12

4. When you had a problem, to whom did you go for help?

   Teacher-12 Guidance Counsellor-13

   Bilingual Student Advisor-24

5. Did you get help from the special bilingual reading teacher this year?

   Yes-24 No-34

6. Has the Bilingual Program changed your mind about school? If so, how?

Yes-20 No-14

Typical comments were:

"If I finish school, I can get a better job because I speak both Spanish and English."

"I feel like I want to come to school because I am learning about my race."

"You have somebody there to help you—if we don't have this, we hate school."

"No, I like this class—I don't like school that much but the only class I understand is this one."

7. Compared with last year, what kind of work are you doing in school this year?

Better-44 Same-28 Worse-6

8. What have you liked about the Bilingual Program?

Most frequent "likes" were learning in two languages, the teacher, and learning about Latin-American cultural background.

Example: "I enjoyed speaking and hearing my native language. It gave me a great feeling to see and be part of a bilingual program. I cannot express my great admiration in mere words."

9. What could the school do to make the Bilingual Program better?

Most frequent responses:

18-More bilingual classes

7-More students involved

4-More Spanish teachers

3-More and better books, films, maps

10. Next year American History will be taught in a bilingual class. Another bilingual subject will be added the following year. What subject do you think it should be? Why?

10-U. S. History: Would be easier to understand.

9-Mathematics: Most students have trouble, could understand better in Spanish.

3-Biology: Hard to understand in English.

In summary, the Spanish-speaking had an easier time in the class. English-speaking pupils enjoyed learning Spanish. A majority would like the program expanded to other subjects. The class exposed them to the history and achievements of their mother country.

EVALUATION OF
OBJECTIVES
FOR
PARENTS

PARENT OBJECTIVE

To motivate parents to become more involved in the educational process and to become more aware of communication channels that exist between home and school.

TABLE 28

Parent Objective Evaluation Measures

Dependent Variables	Subjects	Measures
Involvement	X Parents	Meeting attendance
Program Outcome	X Parents	Parent questionnaire

Involvement

Advisory Committee attendance records are incomplete, but these meetings were seldom attended by even one or two parents not on the committee. Larger numbers of parents attended the project organization meeting in April, 1969, and the meeting called for Armando Rodriquez, USOE, in May, 1970.

Communication

The bilingual student advisors were the link between home and school. They tallied 32 meetings with parents and students in groups; 241 home visits; 382 home phone calls; 119 adult education contacts; and 123 community agency contacts.

Program Outcome

In May, 1970, a bilingual questionnaire was sent to the parents of 97 secondary project pupils (Appendix B). There were 27 responses. Questions were selected from those submitted by Advisory Committee members.

In checklist form, parents were asked to rate the effect of the secondary program on their children. The percent of response was too small for valid analysis. Those who responded to the questionnaire and those who were contacted by the bilingual student advisors did become more involved in process and more aware of communication channels.

EVALUATION OF
OBJECTIVES FOR STAFF

STAFF OBJECTIVE

To help teachers, principals, and counsellors better understand and appreciate their Spanish-speaking pupils' potential and their cultural background.

TABLE 29

Staff Objective Measures

Dependent Variables	Subjects	Measures
Ethnic Attitude	X and C Staff	Purdue Scale: Attitude Toward Any Defined Group
Perception of Deprived	X Staff	Teacher's perception of culturally deprived
Program Evaluation	Staff	Questionnaire re: inservice Spanish for communication Program questionnaire

Findings

Ethnic Attitude

The Purdue Scale "Attitude Toward Any Defined Group" was administered in Spanish or English at the pre-service workshop in August, 1969, and again in May, 1970. The Purdue Scale consists of 17 statements. The statement he agrees with is checked by the respondent for each ethnic group. Possible scores range from 10.3 (positive attitude) to 1.0 (unfavorable attitude).

TABLE 30

Purdue Scale: Attitude to Defined Groups
Pre-Post Mean Scores

Staff Dominant Language	Test	White	Mexican	Puerto Rican	Negro	Indian
Anglo	Pre (N=3)	8.8	7.9	7.9	7.9	8.1
	Post (N=1)	8.3	8.3	8.3	8.3	8.3
Spanish	Pre (N=8)	8.8	8.5	8.6	7.9	8.5
	Post (N=5)	8.2	7.7	7.7	7.9	7.9

Three Spanish-heritage staff members did not respond to the posttest because "the statements are too general".

Perception of Deprived

The scale used to evaluate teachers' perceptions of the culturally deprived was devised to evaluate the Milwaukee Head Start Program in 1965 (Appendix B). It consists of 16 statements abstracted by Patrick F. Groff (1964) from 78 statements from "The Culturally Deprived Child" by Frank Reissman. Percent of teachers who agreed with each statement was calculated.

TABLE 31

Teachers Perceptions of Deprived Child
Bilingual Staff Response

Statements	Pre N=13 % Agreement	Post N=11 % Agreement
1. The culturally deprived child peer group rejects the child who pleases the teacher with his conformity, dependence, neatness, and non-aggression.	62	45
2. Talk, reading, and intellectualism are regarded by the culturally deprived child as feminine activities.	31	27
3. The culturally deprived child at home is generally not expected to assume household responsibilities.	6	9
4. The culturally deprived child is anti-intellectual and, therefore, sees little value in books and discussions.	23	27
5. The culturally deprived child lacks a sense of competition in school.	42	36
6. Permissiveness, accent on the self, and introspection are contradictory to the culture of the culturally deprived child.	25	27
7. Physical punishment fails to deter the aggressive behavior of the culturally deprived child.	58	72
8. For culturally deprived children the present system of personal marks and like comparisons should be replaced by group competition.	45	45
9. The culturally deprived child has a proclivity for persisting along one line of interest or activity.	70	27

Statements	Pre N=13 % Agreement	Post N=11 % Agreement
10. Group projects and planning with culturally deprived children result in much commotion and many discipline problems.	8	27
11. The culturally deprived child does not like to work in short spurts with frequent breaks.	0	27
12. Teachers of the culturally deprived child should give suggestions and demonstrations of their superior physical strength.	18	9
13. Teaching machines and programmed learning should be especially effective with the culturally deprived child.	60	54
14. Teachers who are physical, as opposed to word-ridden are best for the culturally deprived child.	19	0
15. The teacher of the culturally deprived child should expect initial hostility and non-acceptance from him.	50	27
16. The best teacher of the culturally deprived child is one who identifies with the underdog.	19	18

After a year in the classroom, teachers tended to have a more empathetic perception of their pupils. There was a change of more than 25% in the viewpoint of childrens' acceptance of the teacher and in perception of pupils' work habits.

PROGRAM EVALUATION

Eleven of 14 staff members responded to a questionnaire on the first year of the program.

TABLE 32

Staff Questionnaire

1. Please comment on the progress during the first year of the Bilingual Program in the following curriculum areas:

Curriculum Area	Comments
Lesson Plans	Good progress but need more Spanish books, more uniformity in curriculum, more reinforcement of English.
Text Books	Requested change from Miami Linguistic Series.
Teaching Materials	More kindergarten materials are needed, need to develop materials.
Time Allotted	Rigid at start, now adequate.

2. Please check the column with which you agree concerning the value of each inservice activity. (Column labeled "Waste of Time" is omitted for lack of responses.)

	Interesting, Not Helpful	Helped Me in My Work	Very Helpful in My Work
Advisory Committee meetings	3	6	1
Pre-service training	0	3	4
Spanish for communication	0	2	2
Audit Team visits	5	3	1
Curriculum content workshops	0	5	3
Subject content workshops	0	6	3

What workshop topics would be of value for you next year?

Responses:

Curriculum content (3); development of positive attitudes in pupils (2); teaching English as a second language; relationship of bilingual kindergarten to regular kindergarten and first grade; teaching techniques; effective use of aides; working with the disadvantaged; and exchange of ideas on the use of texts.

3. How has the Bilingual Program affected the attitude toward the Spanish culture of

(a) Spanish pupils?

Responses: Positive awareness, greater pride

(b) Anglo pupils?

Responses: Learned second language, respect for another culture

4. What are the strengths of the Bilingual Program?

Responses:

Learning a second language (3); cooperation of the participants (2); staff-parent work for pupil benefit.

5. What are the weaknesses of the Bilingual Program?

Responses:

Not enough materials of interest to children (3); poor facilities for supervisors and student advisors (2); secondary classes are too large; lack of parent participation; lack of staff communication.

6. Suggestions for improvement.

Responses:

Define the role of teacher aides; less testing; more materials; explain program to other school staff; more inservice training; more effective use of aides in instruction; more Spanish books; more workshops; preview more teaching materials; include more students; hold informal meetings of teachers to share ideas and discuss problems.

Auxiliary questionnaires for project elementary and secondary staff yielded the following new information:

> Elementary staff noted that English is the language used in spontaneous conversation; pupils are equal to other grade level classes in academic progress; children understand and are interested in the Spanish language.
>
> Secondary staff members noted three changes in project pupils; a more positive attitude toward their culture; greater participation in the classroom; and greater pride in their school work. Staff also observed more positive attitudes toward Spanish culture on the part of other staff and Spanish- and Anglo-heritage pupils not in the program.

OTHER DATA COLLECTED-STAFF

Weekly reports of their activities were sent to the Project Director by the two high school student advisors and the supervising teacher.

TABLE 33

Student Advisors' Reports
September, 1969-May, 1970

Activity	Lincoln	Frequency South	Total
Assistance to Students			
Total times students assisted	1,245	935	2,180
Orientation of new students	32	178	210
Group meetings with students	25	79	104
Group meetings with students and parents	5	27	32
Job opportunities meetings with industry	3	62	65
College opportunities meetings with college representative	2	48	50
Students encouraged to continue Spanish	33	299	332
Girls encouraged to study business education	25	259	284
Assistance to Parents and Community			
Homes visited	128	113	241
Homes telephoned	121	261	382
Times Spanish spoken	183	324	507

Activity	Frequency Lincoln	 South	 Total
People informed about adult education	15	104	119
Contacts of community agencies	56	67	123
Advisory Committee participation	1	29	30
Assistance to School Personnel			
Contacts with social workers, nurses, doctors	56	73	129
Interpreter for school personnel	34	108	142
Assistance to Hispano teacher	9	104	113
Assistance to English as a Second Language Teacher	6	23	29
Assistance to Guidance Director	16	72	88
Cultural information to school personnel	34	106	140
Assistance to Guidance Director in subject programming	8	66	74

The supervising teacher coordinated the elementary program and participated in team teaching (See Table 34).

TABLE 34

Supervising Teacher's Reports
September, 1969-May, 1970

Activity	Total Frequency
Number of classes visited	24
Number of inservice Spanish classes taught	14.5
Hours of preparation for inservice classes	18.5
Number of home visits	34
Number of times assistance was given to principals	12
Times assistance given to English as a Second Language Teachers	16
Participation at Advisory Committee meetings	9
Hours spent maintaining the materials resource center	25.5

Bilingual Reading Specialist

A Bilingual Reading Specialist was assigned to South Division High School during the second semester. The Reading Specialist helped pupils in curriculum-content English reading; English reading skills; writing skills; and in Spanish reading. Thirty-one pupils were enrolled in the course. Other pupils attended for special help as needed.

The Reading Specialist administered the reading subtest of the California Achievement Test to the 19 pupils who were in the class the entire semester. The test is scored in grade-level equivalents. Pretest scores ranged from grade 3.0 to 8.8. Posttest scores were at least one grade level higher for ten pupils (median improvement=1.4). Nine pupils improved slightly (median improvement=0.5).

Twenty pupils were tested pre-post on the spelling subtest of the Wide Range Achievement Test. Grade level scores ranged from 1.7 to 8.4 on the pretest. All pupils gained at least one grade level (median improvement=1.7).

Twenty-four pupils were tested for comprehension on the Science Research Associates Better Reading Exercises. Posttest scores ranged from 10% to 50% higher than pretest (median gain=30%).

EVALUATION OF
ADVISORY COMMITTEE

ADVISORY COMMITTEE

In May, a form was sent to all 19 members of the Advisory Committee for their evaluation of committee function and program operation. The number responding (N=4) was too small to represent the group for evaluation purposes.

EVALUATION OF
POSTTESTING

After posttesting, the bilingual testers evaluated the instruments.

Results of their critique:

GTA Test of General Ability, Level 1

Pretest is a good preparation. Pictures are large and clear.

Test Itself

Children were confused by small size and detail of pictures, large number of pictures per page. Test was too difficult and too lengthy. Difficulty of test upset classroom teachers.

GTA Test of Reading, Levels 1 and 2

Pictures are larger and better than those in General Ability Test. Test was too long and difficult for achievement level of pupils.

STS Youth Inventory

Testers found it expedient to dictate each question orally in each language as pupils worked through the three subtests. The oral administration saved confusion.

Oral Directions and Expressions

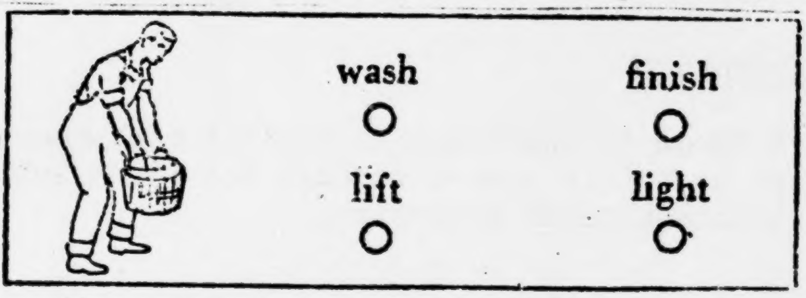
Testers suggested an improvement would be the use of posters depicting common items for checking vocabulary ("How do you say _____?") in each language.

TEST INSTRUMENTS

The Cooperative Primary Tests were designed to be culture-fair and relevant for children unaccustomed to standard English.

The Metropolitan Readiness Tests make no claims of validity for groups other than the usual United States population. All GTA tests were designed in two equivalent forms in Spanish and two in English. Test items were chosen to be equivalent for many cultures. However, even in these specially prepared tests, there were instances where Milwaukee bilingual pupils were penalized because of misinterpretation, rather than incorrect responses. Two examples from the Test of Reading, Level 2, Vocabulary Subtest, are the following. Instructions are to mark the word that describes the picture.

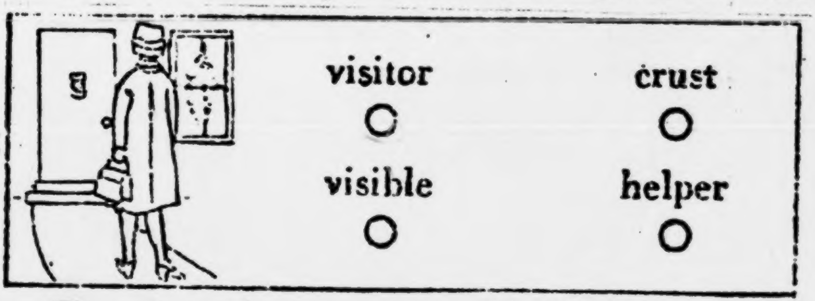
19



The correct answer is "lift".

Many children perceived a laundry basket and answered "wash".

22



The correct answer is "visitor".

Many children perceived the woman as a social worker or nurse and marked "helper".

There is a continuing search for valid measuring instruments for this project.

CONCLUSIONS

SUMMARY AND RECOMMENDATIONS

In 1969-1970, Milwaukee initiated a pilot program designed to help Spanish-heritage pupils feel comfortable culturally and linguistically. Classes were taught in Spanish and English by bilingual teachers. It was a year of learning for staff and community as well as pupils, a year of challenge and compromise. Attainment of the stated objectives ranged from impossible to partial to outstanding. Plans have been made to add a second grade at Vieau, a third grade at Bruce-Guadalupe, and a bilingual class in American History at the secondary level.

Based on the experiences of the first year, the following recommendations are made:

At the elementary level:

> Begin to study the optimum time to introduce reading in the second language. Collect data on a semester basis.

At the secondary level:

> Separate lower classmen (grades 9 and 10) from upper classmen (grades 11 and 12) by assigning them to different social studies class periods. Collect data on a semester basis.

At the staff level:

> Institute regular and frequent director-staff meetings at elementary and secondary levels. Schedule curriculum workshops on subjects suggested by staff.

At the parent and community level:

> Provide regular and frequent communication about the program.

At the Advisory Committee level:

Define the duties and terms of office of members.

Define their role and function.

APPENDIX A

DATA COLLECTION PLAN

1969-1970

X = Treatment Group
C = Comparison Group

DATA WORKSHEET FOR PROJECT EVALUATION

Data Collection Plan

Project Title: Milwaukee Bilingual Education Project: Elementary

File No.: B-3-6970-6

OBJECTIVES: Specific Expected Outcomes	Specific Dependent Variables:	AS MEASURED BY: (Specific Instrument or Procedure)	SUBJECTS:	ADMINISTERED BY	DATE OF DATA COLLECTION
1. To develop a bilingual readiness in Spanish-speaking and English-speaking children.	1. Aptitude - first language	1. Peabody Picture Vocabulary Test Spanish or English	Kindergarten grades 1 and 2 X and C	Bilingual testers	September-October 1969
	2. General ability - first language	2. GTA, level 1, Spanish or English	grades 1 and 2 X and C	Testers	October 1969
	3. Oral English ability	3. Michigan Oral Language Productive Test	Kindergarten grades 1 and 2 X only	Classroom teacher	November '69 January '70 March 1970 May 1970
2. To stimulate Spanish-speaking children to understand and communicate in English		1. Michigan Oral Language Productive Test	Kindergarten grades 1 and 2 X	Classroom teacher	November '69 January, March, May 1970
	Oral Communication in English	2. Interdisciplinary Oral Language Guide Part 1 lesson 30 Part 2, lesson 60 Part 2, lesson 70	Kindergarten X grade 1 X grade 2 X	Classroom teacher " Classroom teacher	May, 1970

DATA WORKSHEET FOR PROJECT EVALUATION

Data Collection Plan

Project Title: Elementary File No.: B-3-6970-6

OBJECTIVES: Specific Expected Outcomes	Specific Dependent Variables:	AS MEASURED BY: (Specific Instrument or Procedure)	SUBJECTS:	ADMINISTERED BY	DATE OF DATA COLLECTION
2. (continued)	Understanding of English	GTA Tests of Reading R-1-CE R-2-CE	X and C grade 1 grade 2	Classroom teacher	May, 1970 (30 min.)
3. To cultivate in Spanish-speaking pupils a pride in their native language and culture and a more positive self-image as they make the transition to another culture and language.	Self-image	Revised Milwaukee Self-Concept Scale	X and C Kindergarten grades 1 and 2	Tester	Pre-Octobe 1969 Post-April 1970
4. To enable Spanish-speaking pupils by the end of grade six, to achieve such general proficiency in their first language that they can pursue studies with about equal ease in their first and second languages.	Mental ability in Spanish and English	GTA Tests of General Ability, Level 3 alternate Spanish and English forms	Spanish-speaking X and C	Tester	Start 1974

DATA WORKSHEET FOR PROJECT EVALUATION

Data Collection Plan

Project Title: Elementary File No.: B-3-6970-6

OBJECTIVES: Specific Expected Outcomes	Specific Dependent Variables:	AS MEASURED BY: (Specific Instrument or Procedure)	SUBJECTS:	ADMINISTERED BY	DATE OF DATA COLLECTION
5. To promote in the English-speaking children a personal awareness and respect for the cultural values of the Spanish-speaking people.	Pointing response to attitude scale	Revised Milwaukee Public Schools self-concept and cultural scale, English	Kindergarten grade 1 grade 2 X and C	Tester	October '69 April '70
6. To motivate English-speaking pupils to communicate in Spanish and to develop the skills to do so.	Ability to speak and read in Spanish	Flics Spanish Guide Kindergarten: review lessons 2 and 5	X	Classroom teacher	Spring '70
		Grades 1 and 2: review lessons 26 and 51	X		
		"Aprendenios" text, grade 1 and 2	X		
7. To enable English-speaking pupils to achieve all-round proficiency in Spanish so that at the end of grade six they will attain Level 1 on the Brooks Scale		Brooks Scale	English-speaking	Classroom teacher	Start '74

DATA WORKSHEET FOR PROJECT EVALUATION

Data Collection Plan

Project Title: Elementary File No.: B-3-6970-6

OBJECTIVES: Specific Expected Outcomes	Specific Dependent Variables:	AS MEASURED BY: (Specific Instrument or Procedure)	SUBJECTS:	ADMINISTERED BY	DATE OF DATA COLLECTION
8. To enable the pupils in the above classes to progress in school with minimal retention so that by the end of grade six they will reach grade level achievement in all their subjects	Achievement in subject matter	1. ITBS 2. Elementary Science Achievement Test 3. Grade in school	All X and C	City-wide testing	1974-fall 1975-spring

X = Treatment Group
C = Comparison Group

DATA WORKSHEET FOR PROJECT EVALUATION

Data Collection Plan

Project Title: Milwaukee Bilingual Education Project: Secondary

File No.: B-3-6970-6

OBJECTIVES: Specific Expected Outcomes	Specific Dependent Variables:	AS MEASURED BY: (Specific Instrument or Procedure)	SUBJECTS:	ADMINISTERED BY	DATE OF DATA COLLECTION
1. To promote mutual understanding and respect between the Spanish-speaking and the English-speaking pupils through interaction as they help with each other's language	Attitude Score	Milwaukee ethnic attitude scale	None		
2. To increase the Spanish-speaking pupil's self-concept and pride in his own cultural background at the same time he is learning to appreciate and esteem a new culture	1. Self-image score 2. Grade in course achievement test 3. Class participation	1. Milwaukee self-concept scale 2. Achievement test in course content 3. Teacher rating of participation	X and C X Sample X and C	Tester	Fall, 1969 Spring, 1970 Spring, 1970 January, '70 June, '70
3. To foster in the English-speaking pupils an appreciation of the contributions of the Spanish-speaking pupils	Attitude and Achievement Scores	1. Milwaukee ethnic attitude 2. Course content Achievement	None	Tester Tester	pre-post pre-post

DATA WORKSHEET FOR PROJECT EVALUATION

Data Collection Plan

Project Title: File No.:

OBJECTIVES: Specific Expected Outcomes	Specific Dependent Variables:	AS MEASURED BY: (Specific Instrument or Procedure)	SUBJECTS:	ADMINISTERED BY	DATE OF DATA COLLECTION
4. To increase the newly-arrived Spanish-speaking pupil's confidence by providing him with a content course which he can immediately understand	1. Self-concept score	1. STS Youth Inventory	Spanish X	Tester	October, '69 May, '70
	2. Desire to enroll in course	2. Course waiting list	Spanish C and others	gathered by Data Collection	Spring, '70

DATA WORKSHEET FOR PROJECT EVALUATION

Data Collection Plan

Project Title: Bilingual Education Project: Parents and Staff File No.: B-3-6970-6

OBJECTIVES: Specific Expected Outcomes	Specific Dependent Variables:	AS MEASURED BY: (Specific Instrument or Procedure)	SUBJECTS:	ADMINISTERED BY	DATE OF DATA COLLECTION
1. To motivate parents to become more involved in the educational process and to become more aware of communication channels that exist between home and school	1. Involvement	1. Meeting attendance	X sample parents	Advisory Committee secretary	April, '69 Sept., '69 Nov. , '69 Jan. , '70
	2. Opinion of project	2. Parent questionnaire	Sample X and C parents	Derpa*	Spring, '70
	3. Other data	3. Personal data questionnaire	X parents	Derpa	April, '69 Sept., '69
2. To help teachers, principals, and counselors better understand and appreciate their Spanish-speaking pupils' potential and their cultural background	1. Ethnic attitude pre-post	1. Purdue Scale: attitude towards any defined group: A & B	Project staff	Derpa	A-Aug., '69 B-May, '70
	2. Perception of deprived pre-post	2. "Teachers' Perception of the Culturally Deparived" Reissman-Groff	Project staff	Derpa	Aug., '69 May, '70
	3. Opinion of project	3. Questionnaire re: project	Project staff	Derpa	May, '70

*Derpa = Department of Educational Research and Program Assessment

DATA WORKSHEET FOR PROJECT EVALUATION

Data Collection Plan

Project Title: Parents and Staff File No.: B-3-6970-6

OBJECTIVES: Specific Expected Outcomes	Specific Dependent Variables:	AS MEASURED BY: (Specific Instrument or Procedure)	SUBJECTS:	ADMINISTERED BY	DATE OF DATA COLLECTION
Other Data to be Collected	IQ	Pintner-Cunningham	Kindergarten X and C	City-wide	Spring, '70
		Lorge-Thorndike	P3	City-wide	Spring, '70
			7A-8B		Fall, '69
			10B		Fall, '69
	Academic	ITBS	7A-8B	City-wide	Fall, '69
		TAP	10B(reading, science, math)		Fall, '69
			12A(serial)		Fall, '69
	Aptitude	DAT	9B	City-wide	Fall, '69
		GTA Test of general ability, Level 3, Spanish and English	Hispano X and C	Derpa	Oct., '69
	Advisory Committee Role in Project	Questionnaire to evaluate committee function	advisory committee	Derpa	April, '70

DATA WORKSHEET FOR PROJECT EVALUATION

Data Collection Plan

Project Title:

File No.: B-3-6970-6

OBJECTIVES: Specific Expected Outcomes	Specific Dependent Variables:	AS MEASURED BY: (Specific Instrument or Procedure)	SUBJECTS:	ADMINISTERED BY	DATE OF DATA COLLECTION
Other data	Birthdate, Sex, Birthplace parents' language, student number, grade level	Information from central office, school office, and questionnaires	X and C pupils	Classroom teacher and Derpa	ongoing
	Birth year, sex, cultural background, education, occupation, and number of children	Questionnaires	Adults attending meetings	Derpa	Spring, '69 Fall, '69
	Opinion of Inservice Spanish for Communication course	Evaluation checklist	course participants	Derpa	Jan., '70

APPENDIX B

CLASSROOM EXPRESIONS AND DIRECTIONS

Bilingual Education - Milwaukee Project

Classroom Commands and Expressions for Grades 1 & 2

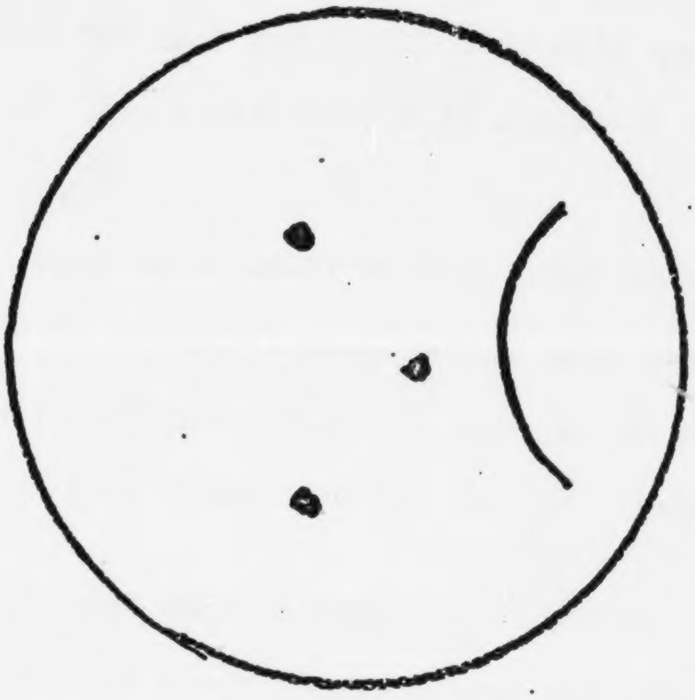
(The pupil should be able to carry out all commands when heard in either English or Spanish)

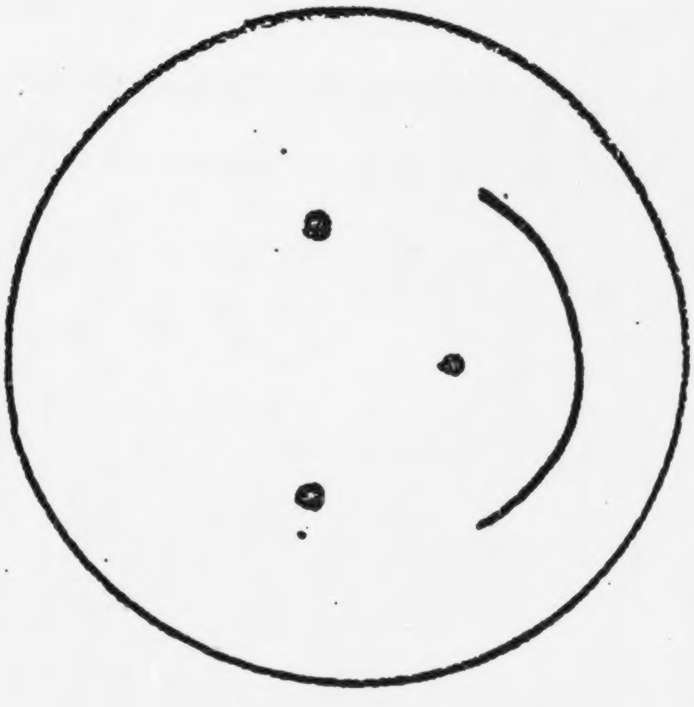
	English	Spanish	
		Singular	Plural
1.	Sit down	Siéntate	Siéntense
2.	Stand up	Levántate	Levántense
3.	Be quiet	Cállate	Cállense
4.	Go to the chalkboard	Pasa a la pizarra	Pasen Vds. a la pizarra
5.	Erase the chalkboard	Borra la pizarra	Borren Vds. la pizarra
6.	Take your seat(s)	Toma asiento	Tomen Vds. asiento
7.	Raise your hand	Levanta la mano	Levanten Vds. la mano
8.	You may leave	Puedes marcharte	Vds. pueden marcharse
9.	Go on (Continue)	Sigue	Sigan Vds.
10.	Listen carefully	Escucha bien	Escuchen Vds. bien
11.	Open your book	Abre el libro	Abran Vds. el libre
12.	Repeat it	Repítelo	Repítanlo Vds.
13.	Pay attention, children	Presta atención	Presten Vds. atención niños
14.	Begin to read	Empieza a leer	Empiecen Vds. a leer
15.	Speak loudly	Habla en voz alta	Hablen Vds. en voz alta
16.	Tell me	Díme	Díganme Vds.
17.	Give me the book	Dáme el libro	Dénme el libro
18.	Answer me in Spanish	Contéstame en español	Contéstenme Vds. en español

Note: The familiar form is used when speaking to individual children.
The polite form is used when speaking to more than one child.

English	Spanish	
	Singular	Plural
19. Write	Escribe	Escriban Vds.
20. Wait	Espera	Esperen Vds.
21. Count from 1 to 10	Cuenta desde uno hasta diez	Cuenten Vds. desde uno hasta diez
22. Close your book	Cierra el libro	Cierren Vds. el libro
23. Put the book in the desk	Pon el libro en el pupitre	Pongan Vds. el libro en el pupitre
24. What is this?	¿Qué es esto?	
25. It is a _________	Es un (una) _____________	
26. Very good	Muy bien	
27. Very well done!	Muy bien hecho	
28. Thank you	Gracias	
29. You're welcome	De nada	
30. That's enough. That will do	Basta	
31. Who wants to ask a question.	¿Quién quiere hacer una pregunta?	
32. How does one say _________________?	¿Cómo se dice ________________?	
33. What does the word ____________mean?	¿Qué significa la palabra ______?	
34. We are going to read. __ ___ _____ __ sing.	Vamos a leer _____ _ cantar	
35. Who has number ______________?	¿Quién tiene el número _________?	
36. Excuse me (When passing in front of someone)	Con su permiso	
37. You're excused	Pasa	Pasen Vds.

MODIFIED MILWAUKEE SELF-CONCEPT SCALE





PRIMARY SELF-CONCEPT
(Use with pair of faces)

Sometimes children are happy like this little boy (lay out card and point).
Sometimes children are sad in school like this little boy (lay out card and point).
Some things in school make us happy when we think about them, like this little boy/girl thinking about something he/she likes (point).
Some things in school make us sad when we think about them like this little boy/girl thinking about something that he/she doesn't like (point).

1. How do you feel when you hear a person speak Spanish?
2. How do you feel when you hear a person speak English?
3. How do you like stories about Puerto Rico?
4. How do you like stories about the United States?
5. How do you like stories about Mexico?
6. How do you feel when it's time for school?
7. How do you think the children in your class feel about you?
8. How do you feel when you think about yourself at school?
9. How do you feel about the children in your class?

Algunas veces los estudiantes están alegres como este nino (saque un dibujo y señalelo).

Otras veces los estudiantes están tristes enla escuela, como este niño (saque un dibujo y señálelo).

Algunas cosas de la escuela nos hacen alegrar cuando nos acordamos de ellas, como este niño (o niña) que está pensando en algo que le gusta (señálelo, a).

Otras cosas de la escuela nos hacen entristecer cuando nos acordamos de ellas, como este niño (o niña) que está pensando en algo que no le gusta (señálelo, a).

1. ¿Cómo se siente cuando oye a una persona hablando español?
2. ¿Cómo se siente cuando oye a una persona hablando inglés?
3. ¿Cómo le parecen las historias acerca de Puerto Rico?
4. ¿Cómo le parecen las historias acerca de los Estados Unidos?
5. ¿Cómo le parecen las historias acerca de Méjico?
6. ¿Cómo se siente cuando es la hora de ir a la escuela?
7. ¿Cómo cree Ud. que sus compañeros de clase piensan de Ud?
8. ¿Cómo se siente cuando piensa en Ud. mismo en la escuela?
9. ¿Qué siente acerca de sus compañeros de clase?

ATTITUDE RECORD SHEET

School ____________________

Pupil's Name ____________________

Date ____________________

Teacher ____________________

	Happy	Sad	
1. Spanish	____	____	____________________
2. English	____	____	____________________
3. Puerto Rico	____	____	____________________
4. United States	____	____	____________________
5. Mexico	____	____	____________________
6. time for school	____	____	____________________
7. class feel about you	____	____	____________________
8. yourself at school	____	____	____________________
9. children in your class	____	____	____________________
10. ____________________	____	____	____________________
11. ____________________	____	____	____________________
12. ____________________	____	____	____________________

Comments:

____
Psychometrist

ATTITUDE RECORD SHEET

Pupil's Name

School

Date

Teacher

	Happy	Sad	
1. español			
2. inglés			
3. Puerto Rico			
4. Estados Unidos			
5. Méjico			
6. hora de ir a la escuela			
7. clase piensan de Ud.			
8. mismo en la escuela			
9. sus compañeros de clase			
10.			
11.			
12.			

Comments:

Tester

ELEMENTARY PARENT QUESTIONNAIRE

MILWAUKEE BILINGUAL PROGRAM

March, 1970

Dear Parent:

Your child has been in the Milwaukee Bilingual Education Program since it started in September. Classroom teaching has been in both Spanish and English.

In order to help plan for the future shape of the program, we want your opinion of how it has affected your child.

Please respond to the questions on the next two pages. Return the pages to me in the enclosed envelope by Monday, March 16, 1970.

Thank you very much.

Barbara H. Bortin
476-3670 Extension 552

Pupil's Name______________________________ Grade ____________

School ______________________________ Teacher ____________

Please place a check in the box which has the most nearly correct answer for your child. Then comment on the lines below.

1. Has the Bilingual class helped your child to feel proud of his Spanish heritage?

   ☐ Yes ☐ Sometimes ☐ No

   How can you tell?

   ____

   ____

   ____

2. Has the Bilingual class made a difference in the way your child feels about himself?

   ☐ Yes ☐ Probably ☐ Sometimes ☐ Probably Not

   ☐ No

   How can you tell?

   ____

   ____

   ____

3. Has the Bilingual class encouraged your child to speak Spanish?

   ☐ Yes ☐ A little ☐ No

   How can you tell?

   ____

   ____

   ____

4. The bilingual class is better than a regular class would be for my child because:

    1.

    2.

    3.

5. The bilingual class is worse than a regular class would be for my child because:

    1.

    2.

    3.

PROGRAMA BILINGÜE DE MILWAUKEE

Marzo, 1970

Queridos Padres,

Su hijo (a) ha estado participando en el Programa de Educación Bilingüe desde septiembre. Las clases se han estado dando español e inglés.

Con propósito de qué el programa se pueda plantear mejor en el futuro, queremos su opinión, de saber que cambios ha notado en su hijo (a).

Por favor sírvase responder a las preguntas en las siguientes dos páginas: Remita las páginas en el sobre y mándelas a más tardar el lunes, el 16 de marzo, 1970.

Muchísimas gracias.

Barbara H. Bortin
476-3670 Extension 552

Nombre del Estudiante______________________________**Grado**_________

Escuela____________________________**Profesora**____________________

Por favor marque una cruz en el cuadro que tiene la respuesta más correcta en la situación de su hijo (a). Luego escriba algún comentario en las lineas.

1. ¿Ha ayudado la clase Bilingüe a su hijo (a) a sentirse orgulloso de su Cultura Latina?

   ☐ Sí ☐ Algunas veces ☐ No

   ¿Cómo lo sabe vd?

   ____

   ____

   ____

2. ¿Ha afectado la clase Bilingüe, en alguna manera el modo que su niño se siente acerca de sí mismo?

   ☐ Sí ☐ Probablemente ☐ Algunas veces ☐ Probablemente no

   ☐ No

   ¿Cómo lo sabe vd?

   ____

   ____

   ____

3. ¿Ha motivado la clase bilingüe a que su hijo (a) hable Español?

   ☐ Si ☐ Un poquito ☐ No

   ¿Como lo sabe vd?

   ____

   ____

   ____

4. La clase bilingüe la considero mejor para mi niño que las clases normales porque:

   1.

   2.

   3.

5. La clase bilingüe es peor que las clases regulares para mi niño porque:

   1.

   2.

   3.

SECONDARY MILWAUKEE SELF-CONCEPT SCALE

MILWAUKEE PUBLIC SCHOOLS

Date ______________________________ School ______________________________

Name ____ Grade ____________

1. How do you feel when it's time for school?

Good ______ Neither bad nor good ______ Bad ______

2. How do you feel when you think about the teachers in your school?

Good ______ Neither bad nor good ______ Bad ______

3. How do you feel about being called on in class?

Good ______ Neither bad nor good ______ Bad ______

4. How do you think the pupils in your class feel about you?

Good ______ Neither bad nor good ______ Bad ______

5. How do you think the teachers feel about you?

Good ______ Neither bad nor good ______ Bad ______

6. How do you feel when you think about yourself at school?

Good ______ Neither bad nor good ______ Bad ______

7. How do you feel about the pupils in your class?

Good ______ Neither bad nor good ______ Bad ______

8. How do you feel when you teacher helps you with your work?

Good ______ Neither bad nor good ______ Bad ______

9. How do you feel when you have to do something new in school?

Good ______ Neither bad nor good ______ Bad ______

8/69 nw

ESCUELAS PUBLICAS DE MILWAUKEE

Fecha ______________________ Escuela ______________________

Nombre ______________________ Grado ____________

1. ¿Cómo se siente a la hora de ir a la escuela?

   Bien ________ Ni bien ni mal ________ Mal ________

2. ¿Cómo se siente cuando se acuerda de los maestros en la escuela?

   Bien ________ Ni bien ni mal ________ Mal ________

3. ¿Cómo se siente cuando su maestro o maestra le pregunta algo en clase?

   Bien ________ Ni bien ni mal ________ Mal ________

4. ¿Cómo cree Ud. que sus compañeros de clase piensan de Ud?

   Bien ________ Ni bien ni mal ________ Mal ________

5. ¿Cómo cree Ud. que sus maestros piensan de Ud?

   Bien ________ Ni bien ni mal ________ Mal ________

6. ¿Qué piensa Ud. de Ud. mismo en la escuela?

   Bien ________ Ni bien ni mal ________ Mal ________

7. ¿Cómo le parecen sus compañeros de clase?

   Bien ________ Ni bien ni mal ________ Mal ________

8. ¿Cómo se siente Ud. cuando su maestro o maestra lo ayuda a hacer sus asignaciones?

   Bien ________ Ni bien ni mal ________ Mal ________

9. ¿Cómo se siente cuando Ud. tiene que hacer algo nuevo en la escuela?

   Bien ________ Ni bien ni mal ________ Mal ________

SECONDARY PARENT QUESTIONNAIRE

May, 1970

B-3-6970-06

MILWAUKEE PUBLIC SCHOOLS
DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Department of Educational Research and Program Assessment

ESEA TITLE VII
MILWAUKEE BILINGUAL PROJECT
PARENT QUESTIONNAIRE

Dear Parent:

Your daughter or son has been in the new Bilingual Social Studies class this year. "Hispano-American Culture, Language, and History" was taught in both Spanish and English. Please check one column for each question to tell us how this class affected your child. Kindly return this in the enclosed stamped envelope.

Thank you.

Mrs. Barbara Bortin
476-3670, Ext. 552

	No	A Little	Yes
1. Does your child like school better because of the bilingual class?			
2. Does he feel more proud to be a Spanish-American?			
3. Does he speak Spanish better?			
4. Does he read Spanish better?			
5. Does he speak English better?			
6. Does he read English better?			
7. Does he do better work in his other classes?			
8. Did the bilingual student advisor help your child?			
9. Did the special reading teacher help your child?			

(Over)

10. How many Bilingual Advisory Committee meetings did you attend?

☐ None ☐ One ☐ Two or more

11. Next year the American History course will be added to the high school program. What else could the school do to make the program better?

____

____

____

____

____

____

mayo, 1970

MILWAUKEE PUBLIC SCHOOLS
DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Department of Educational Research and Program Assessment

ESEA TITULO VII
PROGRAMA BILINGÜE DE MILWAUKEE
CUESTIONARIO PARA LOS PADRES

Estimado Padre:

Su hija o hijo ha participado este año en la nueva clase Bilingüe de Estudios Sociales. "Cultura Hispano-americana, Lenguaje e Historia" le ha sido enseñada en español e inglés. Por favor, marque una columna por cada pregunta para informarnos cómo esta clase afecto a su niño. Le agradeceremos nos devuelva estas hojas en el sobre que le incluimos con franqueo pagado.

Gracias.

Sra. Barbara Bortin
476-3670, Ext. 552

	NO	UN POCO	SI
1. ¿Le gusta a su hijo más la escuela debido al programa bilingüe?			
2. ¿Se siente él más orgulloso de ser Hispano-Americano?			
3. ¿Habla él mejor español?			
4. ¿Lee él mejor en español?			
5. ¿Habla él mejor inglés?			
6. ¿Lee él mejor en inglés?			
7. ¿Trabaja él mejor en sus otras clases?			
8. ¿Ayudó él consejero bilingüe a su niño?			
9. ¿Fué ayudado su niño por la maestra especialista en lectura?			

(Vuelva la hoja)

10. ¿A curántas reuniones del Comité de Consejeros de Educación Bilingüe assistió usted?

☐ Ninguna ☐ Una ☐ Dos o mas

11. El año próximo la clase de Historia Americana será añadida al programa de escuela superior. ¿Qué otra cosa podría hacer la escuela para mejorar el programa?

SECONDARY PUPIL QUESTIONNAIRE

May, 1970

B-3-6970-06

MILWAUKEE BILINGUAL EDUCATION PROJECT
BILINGUAL HIGH SCHOOL STUDENTS
QUESTIONNAIRE

School ______________________ Name ____________________________

Hispano Class Hour ____________ Date ____________________________

This was the first year of the Milwaukee Bilingual Program. As a student in the program, please let us know how it worked out for you.

1. Did this course help you in other subjects?

☐ Yes ☐ No

If "yes", how did it help?

____

____

2. Did this class change the way you feel about yourself as a Spanish-American?

☐ Yes ☐ No

If "yes", how?

____

____

3. Did this course help you read English better? ☐ Yes ☐ No

speak English better? ☐ Yes ☐ No

read Spanish better? ☐ Yes ☐ No

speak Spanish better? ☐ Yes ☐ No

4. When you had a problem, whom did you go to for help?

☐ Teacher ☐ Guidance Counselor ☐ Bilingual Student Advisor

5. Did you get help from the special Bilingual Reading Teacher this year?

☐ Yes ☐ No

6. Has the Bilingual Program changed your mind about school? If so, how?

7. Compared with last year, what kind of work are you doing in school this year?

☐ Better ☐ Same ☐ Worse

8. What have you liked about the Bilingual Program?

9. What could the school do to make the Bilingual Program better?

10. Next year American History will be taught in a bilingual class. Another bilingual subject will be added the following year. What subject do you think it should be?

Why?

TEACHERS' PERCEPTION OF THE CULTURALLY DEPRIVED

MILWAUKEE BILINGUAL EDUCATION PROJECT

Teacher Checklist

Name ______________________ Date ______________

School ______________________ Class you teach ______________

Directions: Please read each statement and indicate whether you agree or disagree by putting a check in one of the columns.

	Agree	Disagree
1. The Culturally Deprived child peer group rejects the child who pleases the teacher with his conformity, dependence, neatness, and non-aggression.		
2. Talk, reading, and intellectualism are regarded by the Culturally Deprived child as feminine activities.		
3. The Culturally Deprived child at home is generally not expected to assume household responsibilities.		
4. The Culturally Deprived child is anti-intellectual and therefore sees little value in books and discussions.		
5. The Culturally Deprived child lacks a sense of competition in school.		
6. Permissiveness, accent on the self, and introspection are contradictory to the culture of the Culturally Deprived child.		
7. Physical punishment fails to deter the aggressive behavior of the Culturally Deprived child.		
8. For Culturally Deprived children the present system of personal marks and like comparisons should be replaced by group competition.		
9. The Culturally Deprived child has a proclivity for persisting along one line of interest or activity.		
10. Group projects and planning with Culturally Deprived children result in much commotion and many discipline problems.		
11. The Culturally Deprived child does not like to work in short spurts with frequent breaks.		

	Agree	Disagree
12. Teachers of the Culturally Deprived child should give suggestions and demonstrations of their superior physical strength.		
13. Teaching machines and programmed learning should be especially effective with the Culturally Deprived child.		
14. Teachers who are physical, as opposed to word-ridden are best for the Culturally Deprived child.		
15. The teacher of the Culturally Deprived child should expect initial hostility and non-acceptance from him.		
16. The best teacher of the Culturally Deprived child is one who identifies with the underdog.		

STAFF QUESTIONNAIRES

MILWAUKEE BILINGUAL PROGRAM

Spanish For Communication - I

Name ______________________ School ______________________

Grade You Teach ______________

At the end of each phrase, please check (✓) the box that applies to you;

This course has helped me acquire an understanding and speaking ability in the following basic everyday Spanish expressions:	UNDERSTANDING		SPEAKING	
	Yes	No	Yes	No
Greetings				
Farewells				
Classroom directions				
Classroom objects				
Questions concerning name				
Answers concerning name				
Questions concerning age				
Answers concerning age				
Questions concerning location of objects				
Answers concerning location of objects				

Since taking this course, my ability to communicate with Spanish-speaking pupils is:

☐ Unchanged ☐ A little better ☐ Much better

Milwaukee Bilingual Program
Participating Staff Questionnaire

Your Name ______________________ School(s) ______________________

Your Position ______________________

1. Please comment on the progress during the first year of the Bilingual Program in the following curriculum areas:

Curriculum Area	Spanish Language	English Language
Lesson Plans		
Text Books		
Teaching Materials		
Time Allotted		

2. Please check (x) the column with which you agree concerning the value of each inservice activity below.

	Waste of Time	Interesting But Not Helpful	Helped Me in My Work	Very Helpful in My Work
Advisory Committee Meetings				
Pre-service Training				

(Continu

	Waste of Time	Interesting But Not Helpful	Helped Me in My Work	Very Helpful in My Work
Spanish for Communication				
Audit Team Visits				
Curriculum Content Workshops				
Subject Content Workshops				

What workshop topics would be of value for you next year?

3. How has the Bilingual Program affected the attitude toward the Spanish culture of:

   a. Spanish pupils?

   b. Anglo pupils?

4. What are the strengths of the Bilingual Program?

5. What are the weaknesses of the Bilingual Program?

6. Please suggest ways in which to improve the Bilingual Program.

____

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Elementary Bilingual Program

Please respond to the following questions only if you work with the elementary program.

1. What are the effects of the bilingual setting on the teaching learning process?

   1. ____________________

   2. ____________________

   3. ____________________

2. How often do native Spanish-speaking children use English in spontaneous conversation?

   ☐ Never ☐ Seldom ☐ Frequently

3. How often do native English-speaking children use Spanish in spontaneous conversation?

   ☐ Never ☐ Seldom ☐ Frequently

4. About how often have you observed pupil conflict about cultural backgrounds?

   ☐ Never ☐ Seldom ☐ Frequently

5. In academic progress, how do the pupils compare with other classes at the same grade level?

   ☐ Behind ☐ Equal ☐ Ahead

6. Comments.

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____

Secondary Bilingual Program

Please respond to the following questions only if you work with the secondary program.

1. Has the Bilingual Program affected relations between Spanish-heritage and Anglo-heritage pupils in your school?

   ☐ Yes ☐ No

   If yes, in what way?

   ____

   ____

2. Please describe any changes in Bilingual Program pupils as a result of taking the "Hispano-American History, Language & Culture" course.

   ____

   ____

   ____

3. What influence has the Bilingual Hispano course had on Spanish heritage students who did not take it?

   ____

   ____

   ____

4. Please describe any influence the Bilingual Program has had on Anglo-heritage pupils.

   ____

   ____

   ____

5. Please describe any influence the program has had on school staff members.

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____

6. Comments on Hispano program.

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